DOCUMENT RESUME

ED 261 585 HE 018 679

AUTHOR	Jellema, William W.; Olliver, James
TITLE	Interinstitutional Cooperation. Study of Independent Higher Education in Indiana.
INSTITUTION	Associated Colleges of Indiana, Indianapolis.; Independent Colleges and Universities of Indiana, Inc.
SPONS AGENCY	Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE	Jan 75
NOTE	56p.; For related documents, see HE 018 677-682.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Ancillary School Services; College Administration; College Admission; College Libraries; *Consortia; *Cooperative Programs; *Educational Cooperation; Extracurricular Activities; Higher Education; *Intercollegiate Cooperation; Organizations (Groups); *Private Colleges; Shared Facilities; *Shared Services; State Surveys
IDENTIFIERS	*Indiana

ABSTRACT

The state of interinstitutional cooperation among private colleges and universities in Indiana was studied in 1974 as part of a larger study, and three recommendations were offered namely, that cooperative arrangements should be encouraged; that such arrangements should involve clear goals using cost-benefit analysis as a criterion; and that the independent sector should establish a federation of institutions under a single head for effective coordination at the statewide level. Of the 32 private institutions, 27 completed questionnaires. Cooperative efforts in Indiana, which occurred around six regional areas, ranged from informal discussion and single purpose bilateral agreements to multipurpose programs. Cooperation concerning educational programs focused on eliminating course duplication, sharing new program development, joint majors, joint hiring of faculty, student and teacher exchanges, and jointly run international travel programs. In the area of administration and business, cooperation included joint purchasing, common calendars, reciprocal tuition agreements, sharing of computers and other facilities, management information exchange, and research collaboration. Additional arrangements included: cooperative student recruitment, single application/financial aid forms, transfer agreements, shared library services/resources, joint health services, and cooperative extracurricular programs. Information on specific consortia, statewide associations, and conferences is included. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

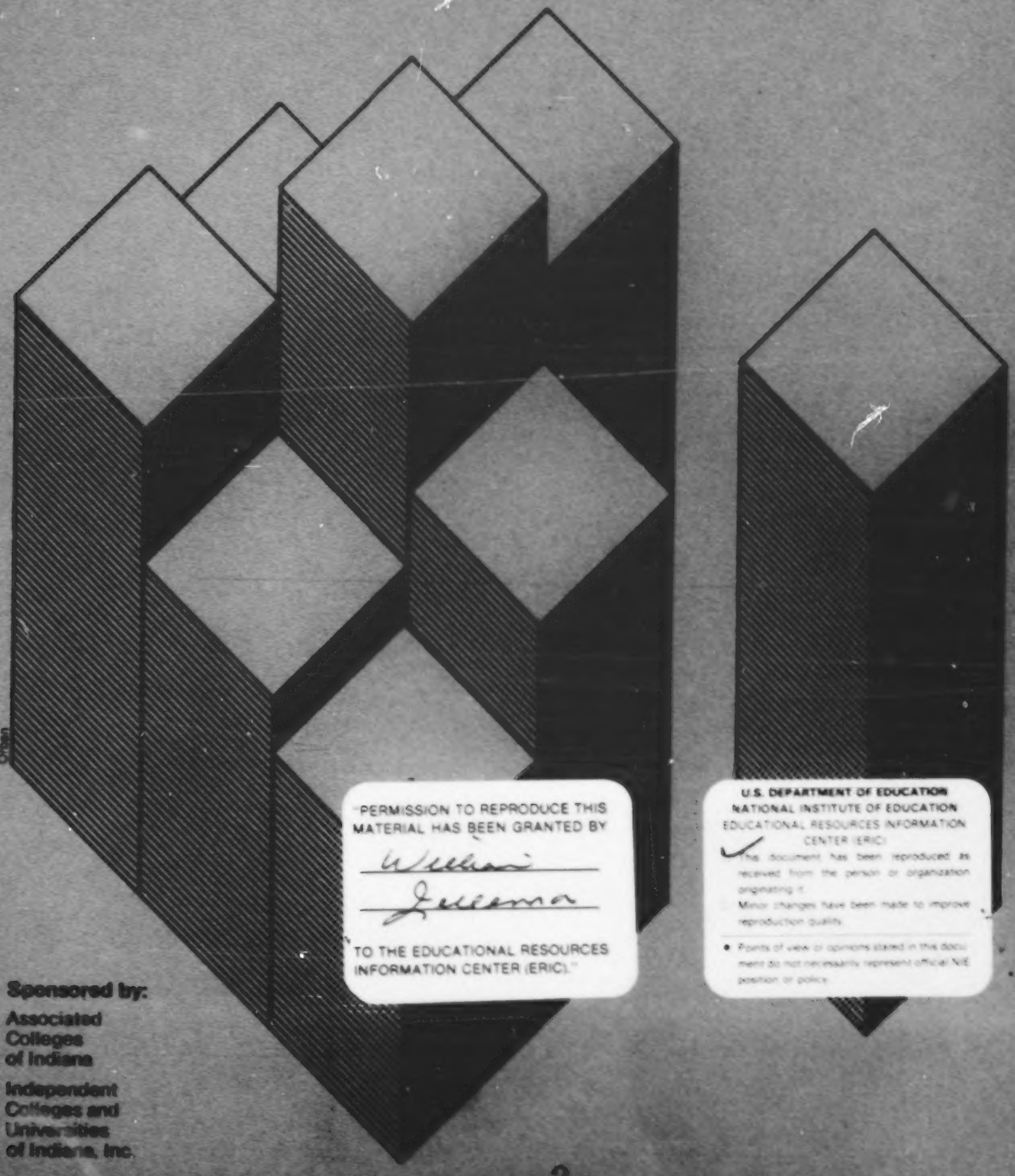
ED261585

Study of Independent Higher Education in Indiana

Interinstitutional Cooperation

BEST COPY AVAILABLE

William W. Jellema, Director



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

William Jellema

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Sponsored by:
Associated Colleges of Indiana
Independent Colleges and Universities of Indiana, Inc.

IHE 018 629

INTERINSTITUTIONAL COOPERATION

A Report To The
Associated Colleges of Indiana
And The
Independent Colleges and Universities of Indiana, Inc.
By The
Study of Independent Higher Education in Indiana

William W. Jellema, Director
James Olliver, Assistant Director

January, 1975

Additional copies of this report may be purchased at the cost of two dollars and fifty cents ($2.50) per copy from:

Associated Colleges of Indiana
908 Merchants Bank Building
Indianapolis, IN 46204

OR

Independent Colleges and Universities of Indiana, Inc.
306 Guaranty Building
Indianapolis, IN 46204

The Study of Independent Higher Education in Indiana was supported by a grant from the Lilly Endowment, Inc. The positions expressed herein do not necessarily reflect the policies of the Endowment, the Associated Colleges of Indiana, or the Independent Colleges and Universities of Indiana, Inc.

All rights reserved. No part of this report may be reproduced or used in any form without permission of the Associated Colleges of Indiana and the Independent Colleges and Universities of Indiana, Inc.

TABLE OF CONTENTS

FOREWORD i

CHAPTER I THE NEED FOR COOPERATION AND COORDINATION I-1

CHAPTER II RECOMMENDATIONS

Recommendation 1 II-1

Recommendation 2 II-2

Recommendation 3 II-3

CHAPTER III THE STATE OF THE ART IN INDIANA

Statewide Cooperative Arrangements III-4

Regional Cooperative Arrangements III-14

Conclusion III-37

APPENDIX

FOREWORD

The Study of Independent Higher Education in Indiana was commissioned by the Associated Colleges of Indiana and the Independent Colleges and Universities of Indiana, Inc., whose joint boards acted as a steering committee* to provide overall direction for the Study.

Underwritten by the Lilly Endowment, Inc., the Study had, as its major purposes, to enable both the sector as a whole and individual institutions to understand themselves better; and, as a consequence of that understanding, present themselves and their case to the public and to their various constituencies articulately; and, further, to lay the basis and develop the local expertness for the systematic continuing collection of data to satisfy these continuing needs for self-understanding and articulation.

In its year of operation the Study produced six reports on studies that were useful at both the sector level and at the individual institution level. These reports concern themselves with:

Institutional Goals

Cost of Instruction

Student Characteristics and Finances

Financial Health

Interinstitutional Cooperation

Economic Impact

The text of this particular report on interinstitutional cooperation was drafted largely by James Olliver who assisted me not only here but in the course of the whole Study. We have been assisted, each in turn, by Elizabeth Shelby, Harriet O'Connor, and Beverly Patterson.

William W. Jellema
Director

January, 1975

---

* Members of the Steering Committee:

Reverend Charles Banet, President, St. Joseph's College
Dr. Richard M. Bateman, President, Tri-State College
Reverend James T. Burtchaell, C.S.C., Provost, University of Notre Dame
Dr. Woodrow Goodman, President, Marion College
Dr. Wallace B. Graves, President, University of Evansville
Dr. John E. Horner, President, Hanover College
Dr. A. G. Huegli, President, Valparaiso University
Dr. Alexander E. Jones, President, Butler University
Dr. John A. Logan, President, Rose-Hulman Institute of Technology
Dr. John Z. Martin, Executive Director, Associated Colleges of Indiana
Dr. Robert E. Martin, President, Independent Colleges & Universities of Indiana, Inc.
Dr. Robert H. Reardon, President, Anderson College
Dr. Milo A. Rediger, President, Taylor University
Dr. Gene E. Sease, President, Indiana Central College
Dr. Timothy M. Warner, President, Fort Wayne Bible College

CHAPTER I

THE NEED FOR COOPERATION AND COORDINATION

Many arguments, strengthened by data gathered in our other sub-studies, point to the need for more inter-institutional cooperation: the proliferation of curricular and extracurricular activities; the increase in the number of small upper-division classes; the overlap of duplicated programs; the low-growth or no-growth prospects facing higher education in the state that close like a vise on innovation and experimentation; the rampant inflation that boosts college charges and places the independent sector nearly beyond the competitive range; the increasing sophistication and expense of new technologies and equipment; the rising cost of competition; and, finally, the mounting public demand for efficient operation.

All of these forces bring pressure to bear on the traditional posture of institutional autonomy and self-sufficiency--a posture out of phase with fiscal and curricular realities. Simply phrased, the world has grown up on the liberal arts college that makes up so large a part of the membership of the independent sector in Indiana. To the long-standing virtues of the small college must be added the opportunities available at a large institution. To the educational values of diversity among individual institutions must be added the fiscal virtues of shared resources among groups of institutions.

The position of the independent college today was given succinct expression by a special Education Commission of the States Task Force on Coordination, Governance, and Structure of Postsecondary Education: "The day of the completely autonomous institution, if it ever existed," the Task Force said, "is over."[1] Some new and additional opportunities for interinstitutional cooperation seem to be required.

---

[1] Coordination or Chaos, Report of the Task Force on Coordination, Governance, and Structure of Postsecondary Education (Denver, Colorado: Education Commission of the States, No. 43, October, 1973), p. 26.

Inextricably bound up with the concept of voluntary interinstitutional cooperation is the reality of statutory coordination. The growth and development of coordinating and governing boards on a statewide basis has been one of the major developments in higher education over the past decade. While these boards generally attempt to tread the narrow line between persuasion and direction, the trend is ever toward greater central control. This centralizing of power is abetted by legislators who, faced with the financial exigencies of the state, carefully scrutinize all apparent opportunities to avoid duplication and waste among institutions.

The fate of the private sector is no longer a matter of passing concern to legislators. Report after report has documented the dollars private institutions save taxpayers by relieving the state from the responsibility for educating all of its students in the public sector. Other reports on our own Study of Independent Higher Education in Indiana illuminate the financial impact of the independent sector. The question is not, "Should institutions cooperate?" or "Should the sectors cooperate?". It is, rather, "How can public and independent colleges and universities most efficiently utilize their present and future resources to deliver their educational services effectively to the citizens of the state, and how can public and private agencies best aid them in their cooperative efforts?"

What we here encourage in response to these questions is a combination of voluntary cooperation among small groups of institutions, voluntary coordination within the entire independent sector, and both voluntary and statutory cooperation and coordination between the independent and public sectors.

The voluntary consortium movement has produced arrangements that have meaningfully affected participating institutions. For the interested reader, Lewis Patterson's 1973 Consortium Directory, available from the American Association for Higher Education, details the nature of eighty cooperative arrangements involving 797 members. All of these consortia have multiacademic programs. A somewhat broader vision of the scope of interinstitutional cooperation is presented in the recently published book, Colleges in Consort by Franklin Patterson (Jossey-Bass, 1974).

It is not necessary here to devote space to the coverage of the operations of consortia across the nation. In order to illuminate the possibilities open to Indiana multipurpose consortia, however, a brief look at the successes of a few consortia relevant to Indiana has been provided in the Appendix.

These illustrations remind us that cooperative efforts exist on a number of levels for a number of purposes. There is much cooperative activity now taking place in Indiana, and these arrangements are multiplying rapidly. (We have provided a detailed listing of programs of interinstitutional cooperation in Indiana in Chapter III.) Independent colleges and universities in the state can be proud of their rich and varied history of cooperative interaction. Their brightest history in this area, however, lies in the future. The multipurpose consortia evolving in a number of sections of the state hold a great deal of promise.

It would be unreal to claim that interinstitutional cooperation to date in Indiana has spearheaded great institutional change. In Indiana (and across the country, with some notable exceptions) interinstitutional cooperation has been limited to informal agreements involving few students and faculty. For the most part, only practices easily established and administered and fiscally expedient are given attention. Most importantly, cooperative arrangements are not closely related to institutional long-term objectives but are often transitory arrangements created in response to immediate or short-lived needs. They are often powered by concerned individuals whose departure leads to the extinction of cooperation. There is, moreover, a good deal of reinventing of the wheel in many of these cooperative ventures. Searching for ways to accomplish the obvious, those seeking to form cooperative relationships often stumble over the same mistakes as their predecessors.

This is not to say that such programs are not important. While many of the cooperative efforts in Indiana are simple bilateral agreements and not as glamourous as complex, multipurpose consortia, they can be very meaningful to the participants. It is from minor agreements that cooperative consciousness may be born, the seed from which larger programs of interinstitutional cooperation can grow.

What is needed today in Indiana are means to nurture this growth, means to develop a set of structures which will facilitate the cooperative ventures currently evolving in the state, and means to hasten and strengthen inter-institutional cooperation.

Our study of the present state of interinstitutional cooperation in the State of Indiana (summarized in Chapter III), laid alongside cooperative possibilities (summarized in the Appendix), and judged by the need to conserve scarce resources while providing the citizens of Indiana and beyond with improved educational services, persuades us to the following recommendations.

CHAPTER II

RECOMMENDATIONS

Recommendation 1: Efforts at voluntary cooperation between or among institutions should be encouraged.

Even simple bilateral arrangements not only often fulfill some immediate need but contain the seed for larger and continuing cooperative relationships. Moreover, inter-institutional cooperation has often demonstrated the ability to achieve savings through cost avoidance, to extend educational opportunities beyond the capacity of an individual institution, to enhance the quality of existing programs as well as to develop needed new programs, and to pursue cooperative solutions to other academic problems. Wherever these native movements occur, therefore, they ought to be encouraged with advice, support, and money.

Some of the financial support alluded to should come from the legislature in the form of contracts for services provided by groups of institutions and to facilitate the broad use of high-cost educational resources, such as computers, libraries, and special facilities to provide greater educational services to the citizens of every part of the state. Both Illinois and Ohio offer illustrations of successful programs of this nature. The role of foundations may be to supply the seed money with which to encourage the development of cooperative planning.

The Indiana Conference of Higher Education may also have a role to play in the development. As a voluntary forum the Conference can help solve the continuing communication problem by disseminating periodic inventories of available resources and cooperative activities, by encouraging bilateral and larger arrangements, and, most importantly, by serving as a forum for the debate and discussion of cooperative possibilities among institutions, between the sectors, and within the enterprise of higher education in Indiana.

Recommendation 2: Cooperative arrangements should be initiated with a clear conception of goals and with cost-benefit analysis as a criterion for judging their effectiveness.

The business of interinstitutional cooperation, outside of informal transitory arrangements, has evolved to the stage where structural patterns are becoming clear. Successful consortia have generally proceeded along the following fundamental lines:

1. Study. A careful analysis of the resources of the contributors, personnel as well as facilities, must be undertaken in conjunction with a needs analysis of the multiplicity of constituencies the contributors expect to serve.

2. Set Objectives. A clear and concise set of goals and objectives should be delineated, and a methodology established for evaluating whether or not these objectives are being met.

3. Examine Alternatives. Each alternative cooperative form for achieving the objectives will have obstacles. An analysis of these alternatives will determine which cooperative arrangement achieves the desired objectives while putting minimal stress on institutional personalities and power structures.

4. Obtain Commitments. The enthusiastic support and commitment of key institutional officers, especially the president and chief academic officer, are often crucial to the germination of a successful voluntary consortium. A continual two-way flow of information between these officers and those administering the consortium's programs is essential.

5. Implementation of Programs. The flow of communication essential in dealing with key administrative personnel applies also to those individuals connected with the actual work of the project. A liaison committee of faculty, students, and staff is often the effective method for aiding that flow of communication.

6. Evaluation and Cost-Benefit Analysis. The dirth of evaluative comments elicited by the Study's cooperation questionnaire indicates little sophisticated appreciation for the ratio of people served to dollars saved. One student-exchange program has been "operating"

since 1961 without a single student opting for the arrangement. Cooperative activity often defies traditional cost-benefit analysis on the grounds of the "intangible benefits" theory, but until measurable benefits can be achieved through cooperation, most efforts are apt to receive only lukewarm attention from administrators.

7. Restudy. Changing conditions require a continual process of studying and analyzing needs and resources.

Some detail has been given these fundamentals, because it is here that interinstitutional cooperation can break down. Euphoric expectations initially connected with cooperation must be tempered with the knowledge that such activity often rubs against the grain of the academic personality. The slow and tedious process of outlining clear and precise objectives and clean and quantitatively-defined benefits deflates unrealizable expectations while enabling institutions to weigh benefits versus the price they must pay for them.

Recommendation 3: For effective coordination at the statewide level the independent sector should establish a stronger federation of institutions under a single head that would combine professional leadership in cooperative arrangements, program leadership, data gathering and analysis, and an authoritative voice for independent higher education in the State of Indiana.

The era of totally voluntary cooperation at the statewide level seems over for the public sector in most states, but it need not be for the independent sector if it can devise what the public sector has seldom managed: voluntary coordination with authority to speak to as well as for its members.

Real resource sharing has not yet been tried. There is, in Indiana, a small trickle of faculty and a thin stream of students that have been affected by interinstitutional cooperation, but resource sharing in terms of common planning for courses, or for avoiding needless overlap in program offerings through cooperative planning has not yet been touched. The logic of our total educational system requires resource sharing, but the psychologic

is against it. Real resource sharing will not come about unless a structure is created that can bring it about.

In order to carry out this kind of coordination the private sector would need to create a new position, a chancellor charged with carrying out overall policy planning and coordination, with authority underwritten by a strong board of independent college presidents and trustees to endorse or withhold endorsement of new programs in the independent sector. It would be the chancellor's responsibility to relate effectively the activity of the independent sector to the whole enterprise of higher education in the state and to higher education's several constituencies. He should be the single effective spokesman for independent higher education, especially as that relates to such agencies of the state as the legislature and the Commission for Higher Education.

His opportunity to execute that latter responsibility would be enhanced if he held a seat, ex officio, on the Commission itself so that effective coordination of program planning in the public and private sectors combined might be enhanced and so that the Commission might more demonstrably meet the requirements of a Federal 1202 Commission which requires representation from the private sector. Coordinated program planning, moreover, is not the only area where cooperation between the sectors is required. As the pool of potential students declines, some ways must be found to keep the public sector from growing at the expense of the independent sector and to deter all institutions in both sectors from diminishing their resources and wasting their efforts by foraging for students in one another's backyards.

To accomplish his mission the chancellor would need to be engaged in the assembly and analysis of data in the independent sector and in the state on a regular basis. This effort could be coordinated through his office with comparable activity undertaken on behalf of the public sector by the Commission for Higher Education. That data gathering and analysis might be extended to provide management information services for individual small institutions unable to mount substantial institutional research ventures on their own.

The chancellor would also monitor and support interinstitutional arrangements at the local level, providing guidance on the operation and maintenance of interinstitutional projects.

This stronger federation at the statewide level would supplant the looser federation for more limited purposes which is the Independent Colleges and Universities of Indiana, Inc. For reasons that are more legal than logical it would not supplant the Associated Colleges of Indiana, but that organization should seek ways to incorporate all willing members of the independent sector under its umbrella so that institutions united in planning at the statewide level for program purposes and for securing support from the state might also be united for fund-raising purposes from philanthropic and business sources.

To a certain extent the creation of a strong federation of independent institutions would be a preemptive action. It would deter the state from attempting direct coordination of the independent sector, or from absorbing its members into the state system, and would guard against the demise of independent institutions, which total neglect by the state might occasion.

Voluntary coordination differs from statutory coordination in that the former pursues concern for the presentation of educational resources and for the adequacy of educational services to the public from the point of view of the academic and fiscal health of particular educational institutions, while involuntary coordination pursues these ends from the narrower standpoint of accountability. The difference may be this: in voluntary coordination decisions can be made for educational reasons; in involuntary coordination, decisions are apt to be made for political reasons.

CHAPTER III

THE STATE OF THE ART IN INDIANA

We initially identified cooperative programs through a dissertation relevant to the topic.[1] We supplemented this by discussions and interactions with personnel on various campuses. The arrangements studied included only those involving independent colleges or universities in the State of Indiana. We are not reporting cooperation solely between or among public institutions. One questionnaire for each identified cooperative arrangement was included in packets sent to all independent colleges. Additional questionnaires were included to assist in the collection of information about new or fugitive consortia.

Data on programs basically at the informal discussion level were requested on the questionnaire, but they are not described in this sub-study. While these informal efforts are not without value, it was our purpose to delineate action programs, that is, those formally adopted and maintained as operational programs. Also excluded in the following descriptive section are statewide administrative organizations (such as admissions counselors) and interstate programs (such as the Associated Colleges of the Midwest).

Twenty-seven of the thirty-two institutions in Indiana completed questionnaires or gave us usable responses. We got data from nonrespondents by telephone.

We had hoped to list the number of students and faculty in each cooperative venture plus the cost and the approximate dollars saved, if any, for each arrangement. Fragmentary and incomplete responses on many of the questionnaires made such analysis impossible. Apparently even the people most involved in and responsible for cooperative programs have no concrete evidence that what they are doing is significant. They may not be prepared to think of cooperative endeavors in these terms, which explains why so few of them appear significant.

---

[1] H. L. Unterbrink, Interinstitutional Cooperation in Indiana, Unpublished Doctoral Dissertation, Indiana University, 1973.

The most important purpose of consortia is to preserve the diversity in higher education, a useful compromise between standardization and strict institutional autonomy. The many varieties of cooperative efforts in Indiana range from informal discussion and single purpose bilateral agreements to multipurpose programs like those evolving in a number of regional areas.

Patterson's analysis of consortia nationwide revealed that formal programs of interinstitutional cooperation (of the multiacademic program variety) are a relatively new phenomenon in higher education. The founding of these groups has increased almost geometrically[2]:

1825-48	1853-58	1961-64	1965-70	1971-73
4	5	10	32	29

The average age of a consortium in 1970 was eight years, and in that year private colleges accounted for 77.3 percent of the total institutional members.[3]

Patterson's illustrations are based on voluntary consortia with three or more members, implementing multiacademic programs that employ at least one full-time professional to administer these programs. A required annual contribution or other evidence of long-term commitment is also necessary.

Though programs meeting these criteria have not historically existed in Indiana, 1974 appears to be a watershed year for their emergence as agents of change. We will say more on this topic in the review of regional efforts now underway. Before we draw conclusions on possible alternative courses for cooperative arrangements in the state, we must review operational programs.

---

[2] Lewis Patterson, Consortia in American Higher Education, Report 7 (Washington: ERIC Clearinghouse on Higher Education, November, 1970).

[3] Lewis Patterson (ed.), The Acquainter, Vol. IV, August, 1971.

The State of Indiana has taken no direct legislative action to foster cooperative efforts. The steady-state enrollment ahead for Indiana mandates a careful examination of ways groups of institutions might best share scarce resources, improve quality and diversity, and of course save taxpayers' dollars.

In our study we discovered that cooperative efforts fall into a natural grouping around six regional areas: Indianapolis, Gary-Hammond-East Chicago, South Bend, Fort Wayne, Terre Haute, and Evansville. We also discuss arrangements involving institutions in the Muncie area but do not view that area as a separate region. Foundation grants awarded in 1974 to groups of institutions in four of these six areas have provided a financial base for further, and more permanent cooperative efforts. While the programs are broken down into these regional groupings, the reader is advised not to draw inferences or recommendations from this structure. Support for evolving cooperative ventures in the state is not best served if it is forced through the prism of artificially designated categories. Clearly there is a great deal of activity in these regions largely due to the fact that cooperation on the basis of geographical proximity fosters arrangements embracing a variety of purposes. However, we cite a number of arrangements among institutions not geographically contiguous, and we should not underestimate the worth of these programs.

Both statewide and regional cooperative efforts are divided below into major categories followed by subcategories. The major categories denote leading cooperative efforts. On the statewide level we have: The Study of Independent Higher Education in Indiana, Indiana Conference, Associated Colleges of Indiana, and Independent Colleges and Universities of Indiana, Inc., and, the Indiana Higher Education Telecommunication System. On the regional level emerging multipurpose consortia lead the list of cooperative arrangements in each of the six areas. The subcategories identify more specific cooperative efforts such as:

1. Educational Programs including the elimination of course duplication, sharing new program development, joint majors, joint hiring of faculty, student and faculty exchanges, and jointly-run international travel programs.

2. Administration and Business including joint purchasing, common calendars, reciprocal tuition agreements, sharing of computers and other educational and social facilities, management information exchange, combined institutional research activities, joint publicity, and project development.

3. Enrollments and Admissions including cooperative recruiting, single application and financial aid forms, relaxation of transfer requirements and accepting credits from other institutions.

4. Libraries including union catalogs, joint purchasing, interinstitutional book and periodical loans, and common computer and micromaterial collections and access.

5. Student-Community Services including common remedial education centers, joint health services, cooperative extracurricular programs ranging from intramurals and art exhibits to concerts and coffee houses, and joint community service projects in areas ranging from law enforcement to work with the aged.

We have not attempted to evaluate these arrangements or to paint one group as more valuable than any other group. We urge the reader to inquire independently when it appears that a particular cooperative venture may deserve further study.

STATEWIDE COOPERATIVE ARRANGEMENTS

In terms of total impact on statewide cooperation in the private sector, four major efforts stand out:

- The Study of Independent Higher Education in Indiana is itself the single most dramatic evidence of interinstitutional cooperation in the independent sector to date. It is a set of activities and analyses undertaken on behalf of and with the full participation and support of all the private colleges and universitites in the state. All thirty-two colleges participated in the cost-of-instruction, student survey, the goals inventory, the financial health study, the economic impact study, and supplied data for this study on interinstitutional cooperation. The most dramatic evidence of their cooperation lies in the cost-of-instruction analysis. All of the institutions participated in an effort to get direct and full-cost data on discipline unit costs and on

program major costs. Most of the institutions have shared their own individual figures with one another.

Equally important viewed from a statewide perspective are the tasks completed in conjunction with the public sector. The Indiana Student Data Survey, completed by students on all the independent campuses in spring, 1974, was jointly designed and funded by the Study and the Commission for Higher Education. The instrument will also be distributed on the state-supported campuses, thereby providing comparative data.[4] The Commission has also received funds to complete a finance study. In that part of our financial study that deals with cost of instruction[5] we employed the NCHEMS model in the expectation that the study in the public sector would also use this model, thus producing fully compatible data. The availability of comparable statewide financial information will be a nationwide first. This kind of close cooperation and understanding between the public and private sectors argues well for both sectors.

• Indiana Conference of Higher Education. It is not necessary to recount the long and illustrious history of the Conference, which now meets semiannually. The reader is referred to an excellent review of the evolution of the Conference, entitled "The Indiana Conference of Higher Education, 1945-65" by Raleigh W. Holmstedt published in the I.U. Bulletin of the School of Education, vol. 43, no. 1, January, 1967. The author concludes his investigation of the Conference by noting:

> *The fact that the colleges and universities have been brought together in the Conference to study and discuss their common problems and to consider ways in which they could more effectively serve the needs for higher education in Indiana has fostered and encouraged...cooperation.... These cooperative programs and activities have resulted in a more effective use of resources and have broadened the educational opportunities available to students. This has been one of the most important and valuable products of the Indiana Conference of Higher Education and the impetus which has been generated promises great potential for the future (p. 77).*

---

[4] For additional details, see the Study's report Student Characteristics and Finances.

[5] For additional details, see the Study's report Cost of Instruction.

In the past the Conference has accomplished a wide range of beneficial programs including the Indiana Plan for Maintenance of National Manpower; use of educational television; the design and distribution of a high school student brochure; support of the regional campus concept; the formation of the state scholarship program and subsequently the Scholarship Commission; scholarship testing programs; the Non-Western Studies project; the Indiana language program, and; a series of honors conferences.

Of special interest to this study was the formation in 1961 of a Conference Committee on Interinstitutional Cooperation. The Committee first met in October, 1962 and after approximately a year of discussion and deliberation decided that cooperation would of necessity be regional. The state was divided into four segments and the groups met with mixed success and results. While the concept of regional segmentation appears to have been a fruitful one, further fragmentation occurred grouping institutions in or near major metropolitan areas. The residual effects of the Conference Committee's segmental approach bouyed by recent interest and support by the Lilly Endowment, Inc. in regional cooperation have spurred new and ambitious efforts in this area. This will become clear in the review of the regional interinstitutional arrangements outlined later in this paper.

• A.C.I. and I.C.U.I., INC. The Associated Colleges of Indiana and the Independent Colleges and Universities of Indiana, Inc. have assisted the independent sector in a variety of ways. The A.C.I., now observing its 26th year of operation conducts a cooperative fund-raising effort for eighteen independent colleges and universities in the state. The amount of money contributed through the A.C.I. office or a result of A.C.I. calls has grown dramatically since the organization was established in 1948. In 1951-52 the Association raised $141,046. In 1973-74 it raised $2,036,457--over fourteen times as much money in twenty-two years. This 1973-74 total does not include the sum of $349,151 presented to the Associated Colleges from the Lilly Endowment, Inc. as a result of a matching grant program.

The I.C.U.I., Inc. organized in the summer of 1972, functions as a liaison with state and federal legislative bodies and administrative agencies, as a coordinating office for all Indiana independent colleges and universities through which their collective views are expressed, as a clearinghouse for current information and for member schools and the general public, and as a research office for its members on educational and legislative matters.

Under the joint sponsorship of A.C.I. and I.C.U.I., Inc., studies designed to strengthen the independent colleges and to facilitate cooperation between the public and private sectors have been established.

• Indiana Higher Education Telecommunication System (IHETS). The inclusion of the private sector into IHETS will demonstrate the benefits of cooperative costsharing among institutions. A study now underway in the private sector seeks to survey available telecommunications facilities and hardware, determine needs for telecommunications utilization, and help the institutions establish priorities.

Since its creation in 1967, IHETS has become a sophisticated telecommunications system including a computer-controlled television network with classroom-to-studio talkback capability, a statewide telephone network used for both voice and data communication, and a radio network serving five cities. IHETS also works to develop applications of various media which will share the assets and meet the needs of the Indiana postsecondary educational system. The addition of the independent institutions will further enrich the capabilities of both individual colleges and consortia.

St. Mary's College last year offered a course in Stellar Astronomy using the IHETS closed circuit television system. Two faculty members and one hundred students participated in the course. Butler University, Purdue University, and the Indiana Pharmacists Association, cooperatively use the IHETS system to run a program of continuing education for pharmacists. Two on-campus seminars, and eight closed circuit T.V. programs are featured. Butler responded that fifteen faculty members and 150 students were involved in the program last year with the on-campus seminars drawing about 250 registrants from the community and the T.V. programs drawing community registrants numbering 1350. The program is of primary interest to pharmacists and helps them meet legal requirements for licensure.

Also, a program involving digital integrated circuits is in operation at the University of Evansville for 1973-74. Eight students and one faculty member are involved in the program with T.V. reception originating at I.U.P.U.I.

Other institutional arrangements between and among public and independent colleges and universities on a statewide basis:

Educational Programs

1. Indiana Consortium for International Programs

Institutions involved: Anderson, Ball State, Earlham, Franklin, Goshen, Indiana State, I.U.-Bloomington (plus several branch campuses), Manchester, Marian, Rose-Hulman, St. Joseph's, St. Mary's, St. Mary-of-the-Woods, University of Evansville, and University of Notre Dame

Through this consortium, originally a product of the Indiana Conference, funds are made available to host a panoply of international programs and activities. Prominent among these programs are the non-Western workshops where pooled resources bring a series of lecturers to the colleges.

Marian, for example, hosted four workshops in 72-73: "Teaching About India" and "Teaching Intercultural Studies" (for seventh and tenth grade teachers); "Intercultural Studies in the Undergraduate Curriculum" (for college administrators and teaching faculty), and; "Teaching About China" (for K-12 teachers and college methods teachers). Similarly the other colleges use the services of the Consortium in workshops, courses, and institutes. A program is currently being conducted on the Middle East. St. Joseph's College makes perhaps the most ambitious use of the program. Two hundred students at St. Joseph's were involved in 1972-73 fulfilling a requirement of the core curriculum in non-Western studies.

2. Indiana Council for Economic Education (ICEE)

Institutions involved: DePauw, I.U.P.U.I., Purdue

Workshops and classes are held on the campuses with the cooperation of the Indiana Council for Economic Education. The program seeks to involve K-12 schools as well as colleges and universities in improving the quality and quantity of economic education.

In 1973-74 ten faculty members and one hundred students from DePauw participated in the activities, primarily through the Economics in the Social Studies Curriculum. The departments of history and economics and business were involved.

3. Combination (3-2) Liberal Arts-Engineering Program

Institutions involved: Butler, DePauw, Marian, Purdue, St. Joseph's, University of Notre Dame

Combination liberal arts-engineering programs have been arranged whereby a qualified student may earn two degrees: a liberal arts degree from Marian, Butler, DePauw, or St. Joseph's and an engineering degree from Notre Dame or Purdue. The program has been operating at Marian since 1961 in cooperation with Purdue and Notre Dame. Interinstitutional activities have included several private conferences between the college director and engineering school officials, participation of college directors and counselors at a symposium arranged by Purdue in 1971, and the attendance of interested students at an invitational seminar, also at Purdue, in 1972.

To date, no Marian students have qualified for both degrees. Butler and DePauw only began the program in 1973, so no students are participating in it yet.

4. The Center for Advanced Study

Institutions involved: Indiana University, Purdue, University of Evansville

The Center was established in 1947 for the purpose of providing graduate work in the Evansville area, especially for teachers. The various institutions have pooled their resources to offer whatever graduate programs students need. In 1972-73 two faculty members and fifty-seven students participated in four courses in Health and Physical Education.

5. Indiana University First Year Medical Centers

Institutions involved: Ball State, Indiana State, Indiana State-Evansville, Indiana University, I.U.P.U.I., Purdue, University of Evansville, and University of Notre Dame

In cooperation with the Indiana University School of Medicine, seven centers have been established in the state. Under the statewide Medical Education Program, a student takes the first year of study in one of the centers and takes the second and third years at the Indiana University Medical Center. He spends his

fourth year in one of the participating hospitals at a center. Approximately fifty full-time students participate in the program.

The way the program works, the cooperating university uses its own faculty to teach freshman courses developed for medical students. Other courses are taught by faculty from the Indiana University School of Medicine.

In 1972-73 fourteen students in the program took courses in biology, microbiology, and biochemistry at Notre Dame; and six students took courses in anatomy, biochemistry, medicine, microbiology, physiology and psychiatry at the University of Evansville.

6. Indiana Statewide Plan for Continuing Education in Nursing

Institutions involved: Ball State, Goshen, I.U.P.U.I., I.U.-Southeast, Purdue, University of Evansville, and Vincennes

The Indiana University Foundation with a grant from the Kellogg Foundation, has arranged for the collegiate schools of nursing in the state to develop a statewide program of continuing education in nursing.

The University of Evansville reported that ninety students and ten faculty were involved in 1972-73, with 123 students and eight faculty participating in 1973-74. At Evansville there has been a nursing process series, a school nurse practitioner series and a strategies of leadership program for the nurses. Goshen initiated the plan in February, 1974 and hired an additional faculty member.

7. Indiana Small Colleges Mathematics Competition

Institutions involved: Invitations are extended each year to all Indiana colleges not offering a Ph.D. program in mathematics.

This program of "friendly competition" started about 1966. A team of three students accompanied by a faculty member meet on one of the campuses each year. While the teams of students are working on a set of problems, the faculty have an opportunity to exchange ideas on the philosophy and methods of teaching mathematics. Each institution contributes $5 for the examiner's

fee and assumes the cost of transportation and luncheon for its team and moderator. Prizes are donated by a benefactor of Wabash College.

In 1973 fifty-seven students from 19 institutions participated in the program held at St. Mary-of-the-Woods College.

8. Educational Coordinating Committee for Criminal Justice Programs

Institutions involved: Anderson, Ball State, Indiana Central, Indiana State, Indiana University, I.U.P.U.I., Manchester, St. Joseph's, University of Evansville, Valparaiso, Vincennes (i.e., all public or private colleges and universities in the state that are offering criminal justice or related degree programs or were participating in the Law Enforcement Educational Program.)

The objectives of the Committee are: (a) to advise and assist the Indiana Criminal Justice Planning Agency on educational matters pertaining to criminal justice, (b) to encourage intrainstiuttional cooperation and coordination in academic and administrative matters, and (c) to establish a resource for developing criminal programs and for planning curriculums. The Committee publishes, as one facet of its operation, the Inventory of Criminal Justice Programs in Higher Education in the State of Indiana.

Administration and Business

1. Indiana Association of Graduate Schools (IAGS)

Institutions involved: Ball State, Butler, Christian Theological Seminary, DePauw, Earlham, Indiana Central, Indiana State, Indiana University (including branches offering graduate work), Manchester, Purdue (including branches offering graduate work), Rose-Hulman, St. Francis, St. Joseph's, University of Evansville, University of Notre Dame, and Valparaiso.

The Association represents those colleges and universities in Indiana offering graduate work. Its purpose is to provide a forum for communication among graduate schools; to foster a cooperative spirit; and to enact and implement, among several Indiana graduate schools, resource-sharing programs that will benefit both

the institutions and people of Indiana. The organization first met in February, 1973.

In addition to exploring resource sharing, the Association facilitated an agreement, subject to individual departmental review and recommendations, whereby graduate schools would accept as transfer credits from each other up to twelve semester hours or eighteen quarter hours of credit for students who wanted to move from one institution to another. Also, IAGS offered to serve as a task force to the Indiana Commission for Higher Education on the status and projected needs of graduate programs in both public and private institutions as well as suggesting possibilities for cooperative efforts. The Association is currently exploring these activities with the new Commissioner.

Libraries

1. Indiana Cooperative Library Services Authority (InCoLSA)

   Institutions involved: 848 libraries in the State of Indiana including forty-seven public and private senior colleges and universities.

The Authority was established in March, 1974, after a study in October, 1972, of the ways a bibliographic center might best serve the expressed needs of all libraries in the state.

The emphasis of InCoLSA will be on library cooperation and resource sharing. Since a computerized data base of Indiana library holdings can be utilized to offer a great variety of services to libraries, the InCoLSA Task Force plans to initiate an Indiana data base by contracting with the Ohio College Library Center for its automated cataloging service. An important project presently in the planning stage is retrospective conversion of Indiana library holdings to machine-readable records to create the Indiana data base.

2. Indiana Union List of Serials

   Institutions involved: There are sixty-four participating libraries, of which there are approximately thirty-nine college and university libraries, thirteen special libraries, and twelve public libraries.

Each library submits a list of serial holdings by title. The holdings are compiled into a four-volume union list, and each library receives a list of titles and volumes held in the other libraries. Purdue serves as the processing center. Estimates for the cost of manpower to compile these reports range from $300 to $500. The director of libraries at Valparaiso University commented:

> *It is impossible to place a dollar figure on the amount of goodwill we have generated by being able to inform students and faculty as to the exact location of certain serials. We also use the Union List as a verification tool and cataloging aid.*

3. Academic Works in Progress Newsletter

Institutions involved: All independent colleges and universities in Indiana.

In the spring of 1972, Butler University compiled a list of publications in process or recently published by the faculties of Indiana's independent institutions. Fifteen institutions responded with a list of publications. Richard Davis, the librarian at Butler, reports the initial compilations were revealing and of value and suggests that the Newsletter might best be published every two or three years to assure the inclusion of new material.

Student-Community Services

1. Indiana Committee for the Humanities

Institutions involved: Ball State, Indiana State, Indiana University, Purdue-Calumet, University of Evansville, and University of Notre Dame

The Committee is a group of citizens and faculty members operating under the National Endowment for the Humanities. Evansville reports that over 150 faculty members in the humanities and some social sciences participated in the thirty-six programs funded by the Endowment in 1972-73. In addition to faculty input, thousands of people in the community participated in this effort to establish a meaningful dialogue on current issues in public policy. The cost of the program in 1972-73 was $150,000 plus an equal amount of matching funds. An expenditure of $250,000 was budgeted for 1973-74.

2. Metropolitan Area Roundup

Institutions involved: Ball State, Indiana State, Indiana University, I.U.-Fort Wayne, I.U.-South Bend, I.U.-Southeast, and University of Evansville

Each of the cooperating universities prepares a written report twice a year on new economic developments in their area. The reports are published in the Indiana Business Review, a publication of the I.U. Graduate School of Business. The Review is widely circulated in and outside of Indiana. About ten people in the community were involved with one student and one faculty member in preparing the reports at the University of Evansville in 1972-73.

3. Chapel Exchange

Institutions involved: Bethel, Goshen, and Marion

This arrangement is explored each year and programs are planned whereby the schools send a group of students to lead a chapel service at the other institutions. In 1972-73 twenty students and three faculty members from Marion and seven students and one faculty member from Goshen were involved in the program. Fewer exchange chapels have been held each year.

REGIONAL COOPERATIVE ARRANGEMENTS

For the purposes of this analysis, based on observation of the patterns of cooperation evident in the state, we have defined six major regions. Each of these regions has, either formally established or informally working, a consortium or grouping of institutions in the geographical area exploring a variety of cooperative possibilities.

INDIANAPOLIS

- The Consortium for Urban Education (C.U.E.)

Institutions involved: Adult Education Council, Christian Theological Seminary, Community Action Against Poverty, Community Service Council of Metropolitan Indianapolis, Community Service Program (Model Cities), Department of Metropolitan Development of the City of Indianapolis, Franklin

College, I.U.P.U.I., Greater Indianapolis Progress Commission, Indiana Central College, Indiana Vocational Technical College, Indianapolis Business Development Foundation, Indianapolis Public Schools, Marian College, Office of the Mayor of Indianapolis, and Urban League of Indianapolis.

Composed of both educational and civic organizations, C.U.E. was established six years ago primarily as a community service group. The first three years were funded by Title I. About a year ago, C.U.E. spawned the formation of a Committee of Academic Deans. Through the Committee a number of efforts have been undertaken:

a. A subcommittee of librarians is working on serials lists and the sharing of resources.

b. The Deans are attempting to organize the public relations officers of the various campuses for the purpose of issuing joint reports and publications about higher education in the city.

c. Cross-registration arrangements are underway. In fall, 1974 journalism offered at Franklin and chemistry offered at Indiana Central will be open to students at Indiana Central, Franklin, and Marian. A number of other courses have been suggested for cross-registration: foreign languages, art education, and non-Western studies. Efforts are also being made to share convocations and programs in music and theatre.

d. Recently funded by a grant from the Lilly Endowment, Inc., the "Learning in the City" Program will offer credit and noncredit educational opportunities for workers in the downtown area beginning in fall, 1974. Courses will be offered downtown by faculty members at the participating campuses (Franklin, Indiana Central, I.U.P.U.I., I.V. Tech, Marian) under the direction of a provost. Industry as well as the interested individuals would be involved and committed, since the proposal calls for the employer to release the employee for an hour and the employee to provide an hour of his own time in order to attend a two-hour class session. Three or four courses, including management-by-objectives and paralegal studies will be offered in the fall.

Other cooperative arrangements between and among Indianapolis public and private colleges and universities include:

Educational Programs

1. Cross-Registration of Criminal Justice Students

Institutions involved: Indiana Central and I.U.P.U.I.

The colleges have developed a practice of cross-registration whereby students majoring in criminal justice at either institution may take courses at the other university. This is limited to law-enforcement/corrections courses at Indiana Central and criminal justice courses at I.U.P.U.I. Three faculty members and fourteen students were involved in 1972-73 with courses in criminal law, trends in correction and the legal aspects of correction. Anderson College and Ball State University have been invited to consider a program for an off-campus consortium at Pendleton, Indiana that would relate to courses in correction.

2. Tropical Field Biology Course

Institutions involved: Butler, Indiana Central and Marian

These schools have developed a cooperatively run field-biology course wherein students from the colleges travel to the University of Miami Field Lab, Pigeon Key, Florida for ten days to study the ecology and conservation and the flora and fauna of marine life. Lecture and lab work is conducted before and after the Florida trip. Butler reported 10-15 participants in 1972-73; Marian reported that one student was involved. A workshop and series of lectures dealing with environment for elementary student teachers is planned for next year.

3. Cooperative Nursing Program

Institutions involved: Marian and I.U.P.U.I.

Students participating in the program are able to obtain the benefits of an independent liberal arts college by taking the first two years at Marian and the specialization in nursing at the university. Twenty-four students and four faculty members are participating in the program this year.

4. Food and Nutrition

Institutions involved: Marian and I.U.P.U.I.

Majors in food and nutrition at Marian are able to spend one afternoon per week during the second semester of either their junior or senior year at the Department of Dietetics, Indiana University Medical Center. Seventeen students and two faculty members participated in the program during the 1973-74 academic year.

5. Special Evening Class

Institutions involved: Marian and I.U.P.U.I.

These two schools have established a cooperative evening class in microbiology, enrolling 22 students in 1972-73, to provide students with flexibility in arranging schedules and to help registered nurses complete their baccalaureate requirements. Marian also listed a series of courses open on a cross-registration basis. Courses in computer programming, foreign language, sociology, and music were cited, with ten students participating in 1972-73 and approximately 25 enrolled this year.

6. Cooperative Program of Aerospace Studies (AFROTC)

Institutions involved: Butler, DePauw, I.U.P.U.I., and Marian

Students from I.U.P.U.I., Marian, and next year from DePauw, may participate in the AFROTC program conducted on the Butler campus. Last year thirty students from the two campuses (I.U.P.U.I. and Marian) participated.

7. Cooperative Art Program

Institutions involved: Butler, The John Herron School of Art at I.U.P.U.I.

Last year seventeen Butler University students, guided by two faculty advisors pursued a program in the field of art education in conjunction with The John Herron Art School, I.U.P.U.I.

8. Cooperative Master's Degree Program

Institutions involved: Butler and Christian Theological Seminary

Through this arrangement twenty-one students at the seminary completed their master's degree last year by taking courses in psychology, history, education, and English at Butler.

9. Joint Honorary Society

Institutions involved: Butler, I.U.P.U.I., and Marian

Women with the prerequisite number of hours and grade-point average in chemistry are eligible for membership in Iota Sigma Pi, an honorary society for women chemists. Meetings are held every month alternately at member colleges. Approximately fifty students and faculty are involved in the organization's activities, which include talks by members and outside speakers and a high school honors project.

EVANSVILLE

- Southern Indiana Private Education Organization (S.I.P.E.O.)

Institutions involved: Marian Heights Academy, Catholic Diocese of Evansville, Evansville Day School, Lockyear College of Business, Lutheran School Association of Evansville, Inc., Oakland City College, St. Meinrad College, and University of Evansville.

S.I.P.E.O., which has been meeting for about two years, represents all private education in Southwestern Indiana including kindergarten through post-graduate. The group originally intended to put the needs of private education before the general public and to balance the rapid growth of public education, particularly on the higher level, with the realities of the student population in the area. S.I.P.E.O. is now debating the notion of establishing a more formalized arrangement with a director, an office, and with clearly defined functions.

Other cooperative arrangements between and among Evansville public and private colleges and universities:

Educational Programs

1. Graduate Studies

Institutions involved: Oakland City and University of Evansville

The School of Graduate Studies at the University of Evansville has agreed to offer graduate courses on the Oakland City campus with the facilities, library, and members of the Oakland City College faculty participating jointly with the University of Evansville. Three courses in education were offered under this program in 1972-73 with forty-four students involved.

2. Reading Library

Institutions involved: I.S.U.-Evansville and University of Evansville

The Southwestern Indiana Reading Resources Laboratory is part of ERIC-CRIER, a reading center for gathering and disseminating research and resources in the field of reading. It is open to students and faculty of local school corporations, Indiana State University, and the University of Evansville. Last year 150 students and 6 faculty members were involved in the program, courses, and research stemming from the lab.

Administration and Business

Study of Cooperative Possibilities

Institutions involved: I.S.U.-Evansville and University of Evansville

Funded by a grant from the Lilly Endowment, Inc. a study has been undertaken by the two institutions which will: (1) survey the existing resources of the two institutions; (2) ascertain needs in the area these universities serve and to which they might respond; and (3) explore alternative structural relationships between the two institutions. The study, scheduled for completion in December, 1974, will orchestrate a series of recommendations for the universities. Examining the gamut of possibilities which range from complete institutional autonomy to merger, the long-term interests and

needs of postsecondary education in the Evansville area will receive paramount attention.

Library

Exchange Program

Institutions involved: I.S.U.-Evansville and University of Evansville

The library of each school extends borrowing privileges to the staff, students, and faculty of the other school. The arrangement began early in 1974, so no user statistics are available yet.

Student-Community Services

Courses in the Community

Institutions involved: Indiana University School of Social Work, Kent School of Social Work, and University of Evansville

The University of Evansville School of Graduate Studies has arranged to provide advanced courses, workshops and seminars in the Evansville community. The purpose is to upgrade professional social workers in the Evansville area and to assist qualified persons who have not yet gone beyond the B.A. level to begin graduate study in social work. The program starts in the fall of 1974.

TERRE HAUTE

- Consortium of Western Indiana

Institutions involved: (Core institutions) Indiana State, Rose-Hulman, St. Mary-of-the-Woods. (Collaborating institutions) I.V. Tech, DePauw, and Wabash

The three core colleges have been meeting informally for a number of years to consider faculty exchanges, cooperative academic offerings, extra duty assignment of faculty, library privilege exchanges, joint offering of programs, and other types of cooperative ventures. (The fruits of these discussions are displayed in the section below outlining other cooperative arrangements.)

In May, 1974, money for a feasibility study for institutional cooperation was granted to the colleges by the Lilly Endowment, Inc. Funded for a two-year period, the Study will identify and define areas, functions, programs, or academic disciplines in which opportunities, quality, and effectiveness may be increased, while duplication of academic courses, services and facilities may be decreased. The schools are discussing procedures for computer usage, administrative functions, common library catalogs, joint buying and inventories and the exchange of recruiting materials, lab facilities and course "kernals"--two week segments of a course an instructor teaches "well and with enthusiasm".

Other cooperative arrangements between and among Terre Haute public and private colleges and universities include:

Educational Programs

1. Computer Services

Institutions involved: Rose-Hulman, and St. Mary-of-the-Woods

The mathematics area faculty of St. Mary-of-the Woods use the IBM 1130 computer at Rose-Hulman for instruction and services. In 1973-74 eleven students at St. Mary-of-the-Woods took an introductory computer course with this facility, and five area faculty members used it. St. Mary-of-the-Woods estimates that $400 was saved through the cooperative effort. An additional course in computer applications is scheduled for the fall 1974.

2. Theatre Productions

Institutions involved: Indiana State and St. Mary-of-the-Woods

The two colleges borrow costumes, properties, and furniture from each other, and Indiana State's actors perform at St. Mary-of-the-Woods thereby broadening the scope and quality of each of the programs. Last year the faculty of the two departments and between ten and twenty students involved in the productions benefited from the interchange. In the future the two departments of speech and theatre arts plan to offer complementary courses and hope, if funding becomes available, to hold a special

seminar for faculty and staff. Students at St. Mary-of-the-Woods will take "costuming" at Indiana State, and Indiana State's students will take a play production practicum at St. Mary-of-the-Woods.

3. Archeological Field Work

Institutions involved: DePauw and Indiana State

The two universities have arranged joint archeological digs at or near Terre Haute on sites controlled by Indiana State. Twenty students and three departments (DePauw-Sociology and Anthropology; Indiana State-Anthropology) participated in the program last year.

GARY-HAMMOND-EAST CHICAGO

- Northwest Indiana Consortium of Higher Education

Institutions involved: Calumet, I.U.-Northwest, Purdue-Calumet, Purdue-North Central, and Valparaiso

The consortium meets annually for the purpose of general discussion. No operational programs are in progress. The schools have considered cross-registration of students and other reciprocal arrangements.

Other cooperative arrangements between Gary-Hammond-East Chicago public and private colleges and universitites include:

Educational Programs

1. The Valparaiso-Indiana Geography and Geology Association (VIGGA)

Institutions involved: I.U.-Northwest and Valparaiso

The Association offers undergraduate programs in geology and geography. Students may take a maximum of two courses per semester at the other participating institution. Courses are treated as part of the student's normal load at his home institution, and tuition and fees are paid accordingly. The program allows I.U.-Northwest's students to develop a major in geography and students at Valparaiso to develop a major in geology. Two to four students participated in the program in 1972-73.

Libraries

Exchange of Borrowing Privileges

Institutions involved: Calumet, I.U.-Northwest and Purdue-Calumet

These institutions have extended borrowing privileges to each other. During 1973, ten students from Purdue and six from I.U.-Northwest received courtesy cards which gave them regular withdrawal privileges at the Calumet College Library. We did not query the other two institutions for user statistics.

SOUTH BEND

- Northern Indiana Consortium of Education (N.I.C.E.)

Institutions involved: Bethel, Holy Cross Junior, I.U.-South Bend, I.V. Tech, and St. Mary's

The most advanced regional consortia in Indiana, N.I.C.E., is formally established and maintains ongoing programs. The formal statement of the consortia, adopted in June, 1973, illuminates the purpose and aspirations of the group:

> *The immediate purpose of this consortium is to establish cooperative relationships in order to develop programs of academic value for our students and to realize economies of operation in doing jointly what otherwise might be done individually or not done at all. The consortium is authorized jointly or through the auspices of any one of its members or a separate agency to seek such funds as may be available to promote the objectives of this consortium; to develop cooperative programs with other institutions or consortia; and to take any other steps related to educational enrichment or community cooperation not otherwise in violation of the rules or policies governing said institutions.*
>
> *We particularly seek to develop sequences of instruction through the cooperative use of our staffs and facilities that might not be available to all or some of the members of the consortium. Each institution shall seek to use its particular or unique certifying powers to augment the programs of the others.*

It is contemplated that the exchange of personnel, students, facilities, or equipment will not normally involve the exchange of monies, but rather a payment in kind. Each institution shall endeavor to operate any cooperative programs in such a way as to minimize the burden on the other institutions.

Specific programs established by the consortium include:

1. Sharing library resources through a seven-point plan adopted in September, 1973:

a. Make available the use of libraries and library material of member institutions to all students and faculty

b. Circulate freely all library materials according to the same policies established at the home institution

c. Share lists of periodicals, reference works, and special collections

d. Assign by mutual agreement the development of areas of specialization to specific libraries

e. Maintain and strengthen collections at the individual institutions to support the needs of institutional curricular patterns and those developed in the future individually or in cooperation with other member institutions

f. Establish priorities of circulation so that home constituents will be given first priority, but at the same time see that the restricting of materials by others is only done under rare and exceptional circumstances

g. Review the plan periodically to alleviate problems, update provisions, and clarify intent

2. The Academic Credit Bank, approved in November, 1973, allows students to enroll, on a space available basis, in courses at another N.I.C.E. institution with no additional cost to either the student or the institution. The Bank also provides for the loan or exchange of faculty on a part-time basis among the consortium institutions at no additional cost to the institutions.

Administratively, the Bank is a system of record keeping that accounts for the number of semester hours of enrollment when students at one institution enroll for classes in another institution. A tabulation of the total semester hours indicates the balance and possible debt of one institution to another. Any imbalance is corrected by exchange of students or professors. Approximately a dozen students participated in the interchange during 1973-74, with a much greater involvement foreseen in 1974-75.

3. Currently the librarians and the registrars of the five institutions have formed common interest groups and are meeting to develop more extensive plans for mutual sharing.

The work of the consortium will be greatly facilitated by a recent grant from the Lilly Endowment, Inc. An office and permanent director are planned, and the following additional areas have been identified by the participating institutions as potentially beneficial:

a. Cooperatively training industrial arts teachers. No one institution in Northern Indiana currently has the facilities or faculty to offer a degree in this field critically in need of personnel.

b. A cooperative student-teaching center is needed to serve the needs of the three teacher-training institutions, which are now supervising teachers independently.

c. Expanding course offerings and trimming duplicated courses

d. Exploring the whole area of joint student health counseling, and psychological services

e. Establishing a joint external degree program

f. Combining and strengthening existing continuing educational programs

g. Consortium-wide use of educational television

h. Establishment of a joint calendar

i. An inventory of physical and human resources available at the institutions and in the community

j. Bussing students to other campuses

Other cooperative arrangements between public and private colleges and universities in the South Bend area include:

Educational Programs

1. Coexchange Program

Institutions involved: St. Mary's and University of Notre Dame

The coexchange program enables students to enroll in formal academic course work at the other institution with no payment of tuition charges. The two institutions have agreed to exchange 3,000 hours per semester as part of the student exchange program. In one form or another the program has been in existence for the past seven years. Approximately one thousand students participated in the arrangement during the past year.

2. Course Exchange

Institutions involved: Theology Department, University of Notre Dame; Associated Mennonite Biblical Seminaries, Elkhart

Five students participated in this mutually-arranged course enrollment interchange last year. There is no charge to the individual student.

3. R.O.T.C. Cross-Enrollment Program

Institutions involved: Holy Cross Junior, I.U.-South Bend, St. Mary's, and University of Notre Dame

Currently Army, Navy, and Air Force R.O.T.C. programs are offered on the Notre Dame campus, and students from the other institutions are eligible to enroll. The Army program is open to students at all three campuses, the Naval program at St. Mary's and I.U.-South Bend, and the Air Force program at I.U.-South Bend only. Twelve exchange students and eight faculty members were involved in 1972-73. The students enroll with and pay the credit hour rate as applicable to their own institution. Instructors at Notre Dame send grades to the student's home institution.

4. Bethel-Goshen College in Elkhart

Institutions involved: Bethel and Goshen

Utilizing the facilities of the Elkhart Memorial High School, Bethel and Goshen Colleges have cooperatively established a College in Elkhart. Through the program high school graduates and advanced high school students from Elkhart area high schools take freshman-year college studies held in the evenings. Last year forty students and five part-time faculty members participated in the four courses offered by the college. Four courses each semester are scheduled to be taught in 1974-75.

5. "Home Base" Program

Institutions involved: Bethel, I.U.-South Bend and St. Mary's

Initiated by Bethel, this cooperative effort allows a student to pursue a program at Bethel while pursuing a major at I.U.-South Bend or St. Mary's. A dozen or so students have elected this option in the past three years. A degree jointly issued by I.U.-South Bend and Bethel to a Bethel student majoring in math (course work at Bethel) education (course work at I.U.-South Bend) illustrates the concept. Bethel students may pursue this math education program as well as psychology at I.U.-South Bend and art at St. Mary's. A physical education major was available from Goshen until this past year, when Bethel established its own program in this field.

6. Law Enforcement Technology Program

Institutions involved: Bethel and I.U.-South Bend

Students enrolled in the Law Enforcement Technology Program at I.U.-South Bend and the social science program with its law enforcement component at Bethel take courses on both campuses as the need arises. In 1972-73, for example, Bethel hosted about sixty students from I.U.-South Bend in an "Organizational Theory and Police Administration" course. In 1973-74 a handful of Bethel students traveled to I.U.-South Bend for course work in the area. Next year Bethel ~ain plans to host a seminar which will be open to ~dents at I.U.-South Bend.

Administration and Business

Free-Tuition Exchange

Institution involved: St. Mary's and University of Notre Dame

Effective in fall 1974, daughters of Notre Dame faculty and administrators whose children qualify for tuition grants at Notre Dame can attend St. Mary's. Sons and daughters of St. Mary's eligible faculty and administrators can enroll on the same free tuition exchange basis at Notre Dame.

FORT WAYNE

- Postsecondary Institutions Administrators (P.S.I.A.)--"The Fort Wayne Consortium"

Institutions involved: Ball State (Fort Wayne Extension), Concordia Senior, Fort Wayne Bible, Huntington, I.U.P.U.-Fort Wayne, Indiana Institute of Technology, Manchester, St. Francis and Tri-State

The Consortium is a loose federation still in the developmental stage. The presidents of the institutions as well as the academic deans, registrars, and business managers meet monthly to discuss possible forms of cooperation. They have established cross-registration, and the group is pursuing a union catalog for the libraries. A librarians' meeting was begun in March to study ways to develop cooperative endeavors.

Other cooperative arrangements between public and private colleges and universtiies in the Fort Wayne area include:

Educational Programs

1. Summer Program for Indiana Institute Students

Institutions involved: Indiana Institute of Technology and St. Francis

Under this informal arrangement Indiana Institute students register in the summer for liberal arts classes at St. Francis. All grades and marks are maintained by

the Indiana Institute of Technology. In 1972, fifteen students were registered in twelve courses involving nine departments at St. Francis. By this arrangement St. Francis was able to obtain additional revenue through student enrollments, and the students at Indiana Institute were able to meet liberal arts requirements at their convenience.

2. Special Education Program

Institutions involved: St. Francis and Manchester

One or two courses in special education each semester, regularly scheduled for students at St. Francis, are opened to students at Manchester. It was anticipated that five to ten Manchester students would attend. Classroom observation, practicum, and student teaching experiences will be available. Manchester students will be able to meet certification for a minor in special education through the recommendation of a St. Francis advisor. This program began in the first semester of 1973-74.

3. Evening Classes

Institutions involved: St. Francis and Concordia Senior

Concordia Senior instructors teach at St. Francis in the evening during the regular academic year or summer session, receiving additional compensation. In 1972-73, courses in German, psychology, and English were offered.

4. Faculty Exchange

Institutions involved: Concordia Senior, I.U.P.U.-Fort Wayne, and Huntington

Concordia Senior faculty serve as guest instructors at I.U.P.U.-Fort Wayne in the late afternoon and evening. Five faculty members in the departments of speech, philosophy, and sociology participated in 1972-73. No data were supplied on the number of students enrolled. A course in church history is planned in which a faculty member at Concordia will teach at Huntington.

5. Nursing Education

Institutions involved: Anderson, Ball State, Grace, Huntington, Marion, St. Francis, and Taylor

A baccalaureate in nursing education is available to students who enroll at Huntington for their first two years and transfer to Marion for the remaining two years of specialized training in nursing. Six students participated in the program during 1972-73. Prior to 1973-74 Marion sent students to Ball State under a similar arrangement. This past year, however, Marion established its own nursing education program, dropping the number of students earning joint degrees from seven to one. Five students at Huntington and four or five at Grace completed the two year prenursing program at the liberal arts college and transferred to Ball State.

6. Student Exchange

Institutions involved: Huntington and Manchester

The institutions have arranged student exchanges whereby each college accepts students from the other school without tuition charges until an imbalance of ten students either way is reached. No students were exchanged under this agreement during the past year, because the imbalance ceiling had been reached.

7. R.O.T.C.

Institutions involved: Indiana Institute of Technology and St. Francis

Beginning in the first semester of 1974-75, an estimated three to five St. Francis students will be enrolled in R.O.T.C. classes at the Indiana Institute of Technology. Generally two courses each quarter for freshmen, sophomores, juniors and seniors are planned.

Administration and Business

1. Computer Services

Institutions involved: Indiana Institute of Technology and St. Francis

Indiana Institute prepares all final mark cards and runs class lists and grade reports for St. Francis on their 1130 computer system at nominal rates. The operator at the Indiana Institute computer center prepared programs for St. Francis similar to, but not the same as, those for the Indiana Institute program. This program is of some financial assistance to Indiana Institute in that the work for St. Francis provides for better use of the 1130 computer.

2. Christian College Tours

Institutions involved: Fort Wayne Bible, Grace, Huntington, Marion, and Taylor

The five colleges offer a tour program and brochure for prospective students interested in Christian higher education. Students may visit a number of campuses before deciding on which college to attend. Approximately 250 students participated in the tours in 1972-73, but the program has been only semioperational this year, mainly because youth groups have not shown much interest. One institution reported that the real value of the tours was to the students rather than to the colleges, since most of the colleges have made contact with these particular students previously.

Student-Community Services

Environmental Education-Earth Day

Institutions involved: Concordia Senior, Indiana Institute of Technology, and I.U.P.U.-Fort Wayne

For the past few years, the joint Fort Wayne campus of I.U. and Purdue has hosted a week of environmental programs open to students, faculty, and the general public. Concordia Senior and Indiana Institute have assisted the public institutions by cooperatively planning and setting up exhibits and providing speakers. Concordia Senior reported that eighteen of its students and two faculty members participated in the program last year.

OTHER COOPERATIVE ARRANGEMENTS OF A REGIONAL NATURE

Educational Programs

1. Cooperative Courses

Institutions involved: Marion and Taylor

By mutual agreement each college has opened courses, mostly on the upper divisional level, to students from the other college. Credit is granted by the home institution, and a full-time student counts courses from both institutions as he or she registers. An estimated ten students from Marion participated in the exchange in 1972-73. The arrangement enriches majors, and provides flexibility in meeting graduation requirements.

2. Cooperative Masters Program

Institutions involved: Indiana University and Taylor

A student who wants a masters degree in business can attend Taylor and then transfer to I.U. He takes ninety-six hours of work at Taylor, followed by one year at I.U. for the baccalaureate degree and another year and a half for the MBA. Five or six students have participated in the program over the past five years.

3. Wetlands Utilization

Institutions involved: Ball State, Indiana State, Indiana University, and Marian

Marian's thirty-five acre wetlands area has been used in a number of cooperative ventures. This summer Marian has sponsored with the U.S. Forest Service a week-long workshop on the environment. Between thirty-five and forty people mostly primary and secondary teachers working on their masters, were expected to attend. Graduate credit will be available through Ball State. Ball State has utilized the facilities in the spring of 1974, enrolling ten graduate students in a workshop on writing classroom materials and texts dealing with the environment. Indiana State and I.U. have similarly worked with Marian, offering extension courses for teachers in developing environmental materials.

4. Faculty Exchange

Institutions involved: Anderson and Taylor

These colleges have established a flexible program of faculty interchange that they use as needed. In 1972-73 they exchanged two faculty members who taught courses in microbiology, cell biology, and political science.

5. Student Teaching Conference

Institutions involved: Anderson and Ball State

Public school supervisors and college supervisors from Anderson and Ball State are attempting to build a professional team through their annual Spring Conference on Student Teaching. Held on a trial basis for the past two years, the Conference is open to all those connected with placing student teachers in the City of Anderson. Over fifty persons attended the session in 1972-73.

6. Cooperative Masters in Religiion

Institutions involved: Indiana University and St. Meinrad

Qualified students of the School of Theology may earn a Master of Arts degree in Religion from I.U., in addition to the professional seminary degree, Master of Divinity. Seven students at St. Meinrad availed themselves of this option in 1972-73, boarding on the I.U. campus for one semester.

Administration and Business

1. Space and Facilities Utilization

Institutions involved: I.U.-Kokomo and Wabash

I.U.-Kokomo offers criminal justice classes in Crawfordsville to local law enforcement officers. Wabash provides classroom space and library facilities.

2. Registration Service Bureau

Institutions involved: Bethel, Goshen, Grace, Huntington, Manchester, and Marion

The colleges all use the computer services of the Northern Indiana Financial Services Company to fulfill various needs, mainly those of student registration and grading. The arrangement allows the group to take advantage of a computer without buying the hardware. The computers are owned by several banks. Grace estimated that the service saved $2,000, since another person or persons would have been hired in the registrar's office to complete the work done by the computer.

Libraries

1. Reciprocal Borrowing Privileges

Institutions involved: Anderson and Ball State

This reciprocal arrangement allows students to use the library facilities of the other campus. In 1972-73, 147 different Ball State students checked 740 books from the Wilson Library at Anderson. Each library benefits from the strengths of the other. Since either library may call the other to ascertain whether a given title is held by the second library, it takes less time to locate a book than under typical interlibrary loan procedures. The student can save more time by checking out the book personally from the library of the other institution.

2. Interlibrary Program

Institutions involved: Indiana University and St. Meinrad

St. Meinrad students and faculty are able to charge out on a semester basis, subject to recall, books from the Indiana University Graduate Library. Two hundred, nineteen books were borrowed last year, and it was estimated that the volumes could not have been supplied for less than $2,000.

Student-Community Services

1. Regional Community-University Resource Center

Institution involved: Anderson, Ball State, Earlham, Marion, and Taylor

Handled through a contract held by Ball State, this program, designed to solve community needs, matches community service agencies and college personnel who have experience or professional backgrounds in the social sciences

area. Community services are surveyed, and a reference book prepared. Marion reported that two students in the sociology department participated in 1972-73.

2. Community and Personal Health

Institutions involved: Anderson and Ball State

A community and personal health course, jointly sponsored by the two colleges, allows students in health science education to get college-level teaching experience at the lower-division level in courses related to the health sciences and family life. In 1972-73 sixty people in the community took advantage of the program along with one student from Anderson.

Deleted from the foregoing analysis were arrangements that include Indiana independent colleges in consortia drawing institutional memberships from beyond the state's borders. We should not minimize the participation of the Indiana institutions in these consortia, but the success of these consortia lies outside the purview of this study.

Taylor University, for example, participates in the Christian College Consortium, a group of ten institutions planning to expand into a "university system of Christian colleges." Wabash, DePauw, and Earlham are members of the Great Lakes College Association, an arrangement involving travel and internship opportunities at home and abroad (as well as other services) for students and faculty at the twelve participating institutions. Indiana Central and the University of Evansville are members of A.C.U.I.I.S.: The Assocation of Colleges and Universities for International-Intercultural Study, Inc. A.C.U.I.I.S. consists of thirty-six member colleges that cooperatively emphasize through international-intercultural projects the role of man (and his politico-social environments) and religious faith in his quest for answers to ocial, economic, and political problems.

Oakland City College is one of twelve colleges (and the only Indiana independent college) involved in a year-long course of study for prospective elementary school teachers. The course integrates mathematics content and methods. Funded by the National Science Foundation, the program employs problem solving as a basic learning strategy, models teaching approaches for the prospective

teacher, and teaches mathematics in a laboratory environment to the prospective teacher. Twenty-five students, ten local elementary school teachers, and a faculty member from Oakland City participated in the program last year. Grace College and Seminary's participation in the Institute of Theological Studies, involving seven seminaries, avails them of prerecorded cassettes of outstanding lectures. These are available for credit in core courses or for supplementary studies.

The list of similar nationwide arrangements could continue for pages.

Also deserving mention are the variety of informal programs and discussions, valuable insofar as the exchange of ideas predates the opportunity for action. Annually, for example, a loosely organized association of department of English chairmen meet to discuss mutual problems and approaches. All colleges and universities in the state are invited to attend; at present about twenty-five are active.

Similarly the "Indiana Directors on Undergraduate Social Work Education" is an ad hoc committee which seeks to discuss, and potentially to implement, solutions to common problems including curriculum, student placement, and the relationship of college departments of sociology to social work practitioners and social welfare agencies. The committee, which may move toward formal organization, consists of Anderson, Ball State, Earlham, Goshen, Manchester, I.U.P.U.I., Purdue, St. Francis, St. Mary's, Taylor, and Valparaiso.

Anderson, Ball State, and Taylor also cooperate informally through their departments of physics. The department chairman and one or two other faculty members from each institution meet "somewhat regularly" to discuss possible applications of physics to environmental problems. A joint research proposal involving all three schools is being prepared.

This latter type of cooperation allows for informal departmental discussion through the state. Again, additional pages would be required to elaborate on these types of encounters.

CONCLUSION

If the conditions favorable to interinstitutional cooperation are as Robert Berdahl described them--a combination of "green carrot" (outside money) and "state stick" (state-enforced coordination)--then the possibility of substantive cooperation is greater in Indiana today than at any other time in the history of the state. Study or implementation grants have already been awarded to institutions in four regions, and institutions in other regions have been meeting more or less formally with a variety of plans to strengthen those ties. The outlook is bright for continued good relations between the public and private sectors on a regional as well as a statewide level. Additional interinstitutional cooperation can strengthen these relationships in such a way that the State of Indiana can continue to enjoy the rich diversity of strong private liberal arts colleges of distinctive value orientation, of technical institutes, of multipurpose and complex public and private universities offering graduate work, and of public technical institutions providing a variety of vocational learning opportunities.

In the past promise and potentiality have outweighed performance. The conditions in Indiana are favorable for the nuturing of cooperative programs that will substantially benefit the citizen of the state by enabling its postsecondary institutions to provide improved services while conserving their scarce resources.

APPENDIX

EXAMPLES AND POSSIBILITIES FOR INDIANA

Five Colleges, Inc.

Made up of four private colleges and a state university within a circle eleven miles in diameter, student interchange during 1972-73 involved about 6,000 semester courses, up from 1,081 in 1968-69 and 581 in 1966-67. There are eight cooperative Ph.D. programs, a Five College Astronomy Department, a number of undergraduate area and interdisciplinary programs, and regular interinstitutional departmental meetings.

Formerly made up of four colleges, the fifth institution, Hampshire College, was established by the other four as an innovative educational experiment from which all could benefit. Other evidences of cooperation include a research library, a union list of periodicals, a bus system, an FM radio station, a quarterly journal, and a cooperative calendar of events. Computers, like athletic facilities, and infirmaries are shared by two or more of the institutions. Possibilities for a joint development program are now being explored.

Many of these programs, ideally designed for institutions in close geographical proximity to one another, could be implemented in Indiana's city-regions.

Quad-Cities Graduate Study Center

A consortium of nine colleges and universities, both public and private in five states, Quad-Cities with support from the Iowa Board of Regents and the Illinois Board of Higher Education established a graduate level continuing education center. Students are able to continue their current employment while working for their graduate degrees. Surveys showed that 94 percent of the students were working while enrolled, and the broader base of resources that Quad-Cities provides enables them to offer advanced training in their local community.

In the first three years (the experimental period, 1969-1972), the Center had about 9,200 registrations and collected over $750,000 in tuition. There were 476 classes taught with an average enrollment of slightly less than twenty. The institutions retain the admissions responsibilities as well as the conferral of degrees. Masters degrees are currently offered in business, economics, education, English, and engineering.

During 1972-73 the Graduate Center had approximately 3,900 registrations from 600 FTE students. Center analyses show that after examining the income and expenditures connected with operating the program, the two states realized a cost saving of $800,000.

The Quad-Cities Center has been a helpful alternative to competitive graduate programs. The formation of an association of graduate schools in Indiana strongly committed to interinstitutional cooperation would do well to examine the successes (as well as the difficulties) encountered by the Center. Quad-Cities also points out that successful interstate compacts can be formed. The geographical proximity of the Gary-Hammond-East Chicago area to the colleges in the Chicago area presents numerous possibilities for interstate cooperation. Possible legislative action, similar to the Illinois-Iowa pact could be explored.

Greensboro Regional Consortium

Three small private liberal arts colleges located in Greensboro, North Carolina formed this consortium in 1968. Beginning with the usual library sharing, guest lecturers, and cross-registration, the colleges have now instituted a joint summer session offering twice as many summer courses as had been possible previously.

Also accomplished during five years of operation have been: the combining of small classes; shared majors in art, music, political science, French, Spanish, German, drama and speech; the training of teachers for the mentally retarded and emotionally disturbed; a part-time library coordinator; a common calendar; joint computer services; a joint clinical psychologist, and; a variety of interdepartmental and extracurricular meetings, workshops, and institutes.

The Council of the Consortium, composed of the president, academic dean, and student and faculty representatives from each college, review proposals and set policies. The Greensboro arrangement provides an excellent example of how three small colleges can expand the number and variety of educational opportunities without sacrificing the distinctive character of each school. Indiana colleges, both public and private, faced with growing financial difficulties should see the wisdom in this sort of cooperation. The support of the presidents and deans assists invaluably in assuring interinstitutional commitment and communication.

Academic Affairs Conference of Midwestern Universities (AACMU) and the Committee on Interinstitutional Cooperation (CIC)

These two consortia, both interstate arrangements involving Indiana public universities in their membership, provide another kind of model for emulation by the state's private sector.

AACMU sponsors, among other activities, a visiting scholar program for doctoral students, postdoctoral opportunities, a consortium of laboratory schools, faculty exchanges, and a Chicago Urban Center with facilities for classes, seminars, and field trips. Residential and transient accommodations for faculty and students are also available.

The eleven major multiversities, including Indiana University and Purdue, which make up CIC are concerned with every aspect of university operations, academic and nonacademic, except for athletics. The activities include educational programs, research activities, university administration and management programs, and education planning.

Besides the inclusion of Indiana institutions (and the inference that cooperation in the Midwest is a viable proposition) these programs are important in that they illustrate successful cooperative ventures conducted by institutions geographically distant from one another.

Conclusion

We could cite dozens of arrangements relevant to institutional clusters that are in a position to cooperate in Indiana. The Nashville University Center, to cite just one further organization, evolved from a foundation-sponsored study. Beginning its fourth year of operation this fall, these five independent colleges joined in consort have established several cooperative ventures, including a series of international programs funded by the Bureau of Cultural Affairs in the Department of State.

A number of Indiana consortia recently funded with philanthropic dollars are challenged to perform as admirably as have the programs described herein. Models for meaningful cooperation exist, and clearly the impetus to effect institutional change is at hand.